



Santiago Office
Regional Bureau for Education in
Latin America and the Caribbean

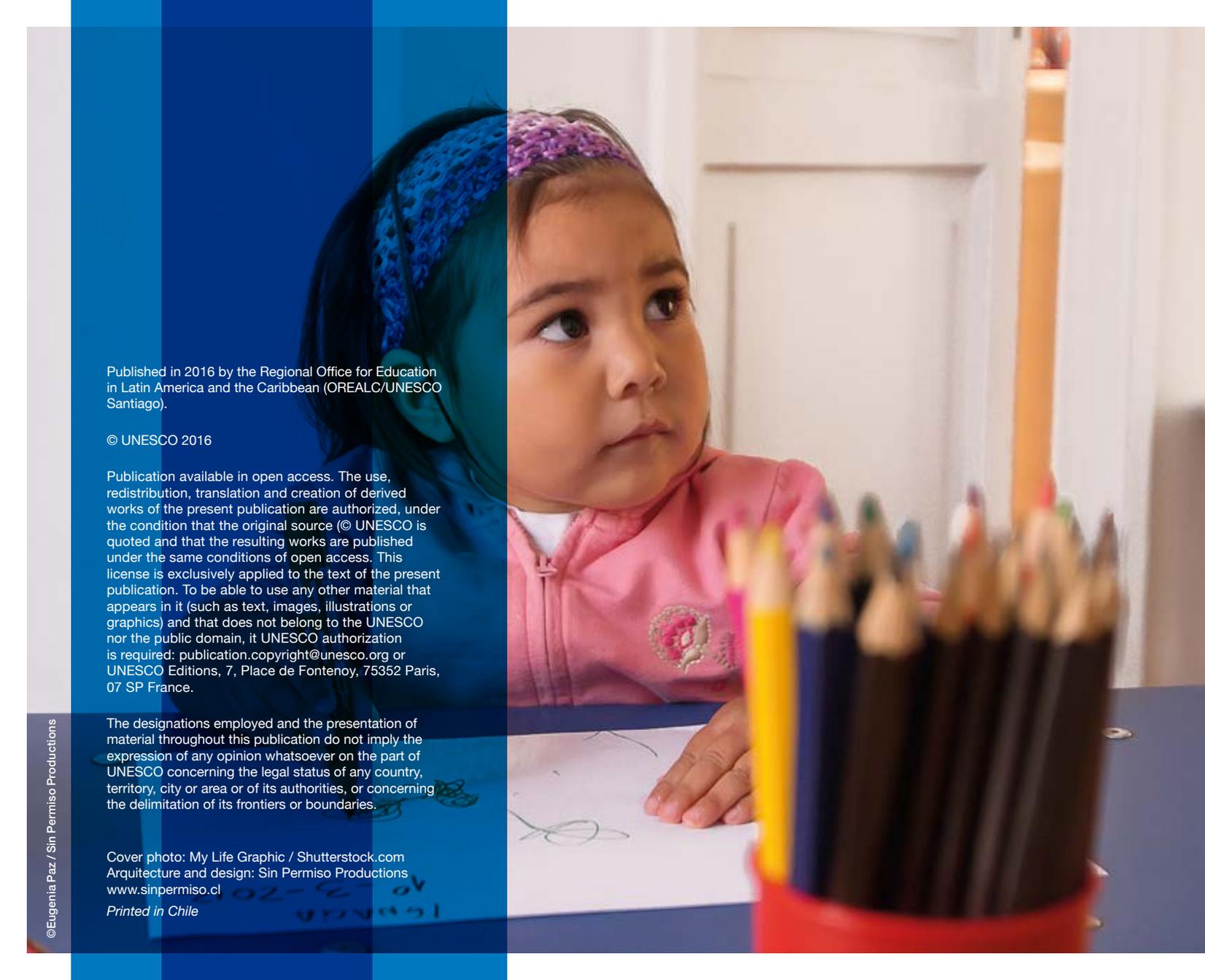


LIMA DECLARATION

OVERVIEW AND CHALLENGES FOR
THE REGIONAL EDUCATIONAL

AGENDA 2015-2030

Peru, 30 and 31 October, 2014



Published in 2016 by the Regional Office for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago).

© UNESCO 2016

Publication available in open access. The use, redistribution, translation and creation of derived works of the present publication are authorized, under the condition that the original source (© UNESCO is quoted and that the resulting works are published under the same conditions of open access. This license is exclusively applied to the text of the present publication. To be able to use any other material that appears in it (such as text, images, illustrations or graphics) and that does not belong to the UNESCO nor the public domain, it UNESCO authorization is required: publication.copyright@unesco.org or UNESCO Editions, 7, Place de Fontenoy, 75352 Paris, 07 SP France.

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

Cover photo: My Life Graphic / Shutterstock.com
Architecture and design: Sin Permiso Productions
www.sinpermiso.cl

Printed in Chile



INDEX

Introduction	4	Education for Sustainable Development	14
Preamble	7	Quality of education	17
Perspectives from the LAC region on the post-2015 education agenda	8	Teachers, educators, school principals and school leaders	19
Priority areas for the LAC region. Equity, quality and inclusion	10	Governance and financing	21
Inclusive and equitable lifelong learning for all	13	Towards the World Education Forum, May 2015	22
Skills and competencies for life and work	14		

PRESENTATION

In 2014, UNESCO Santiago organized a series of consultations to assess the regional progress in achieving the Education for All goals by 2015, and to reflect on pending issues and challenges for the region for the 2015-2030 period.

In this context, on October 30 and 31, in Lima, Peru, UNESCO held the Regional Ministerial Meeting 'Education for All in Latin America and the Caribbean: Assessment and post-2015 Challenges', in collaboration with the Ministry of Education of Peru.

On that occasion, Government Ministers and senior education officials, other United Nations agencies, organizations from the civil society, non-governmental agencies, development partners and other stakeholders, came together to review and analyse the state of education and the



©Eugenia Paz / Sin Permiso Productions



©Eugenia Paz / Sin Permiso Productions

lessons learned within the framework of the EFA goals. The debate also addressed the regional priorities and perspectives on education goals and targets for the next 15 years, with reference to the Muscat Agreement (adopted by the World Conference of Education for All organized by UNESCO in May, 2014) and Goal 4 of the Sustainable Development Goals (adopted by the UN General Assembly in September, 2015).

The meeting served as a starting point for the design of a methodology that the region will use to follow up on the implementation of the Education 2030 Framework for Action, approved in 2015 by the 38th General Conference of UNESCO. This methodology will contribute to the national initiatives that countries will undertake to respond to the recommendations and strategies set forth by the Global

Framework for Action, to achieve the Sustainable Development Goal 4: “ensure inclusive and equitable quality education and promote lifelong learning for all.”

Along with the Organization’s Program, the Lima Declaration is the main premise of the efforts that UNESCO will develop to support the E2030 Framework for Action in the region during the years to come.

We are confident that this material will constitute an important reference and a contribution to governments and civil society in the implementation of a common education agenda that guarantees the Right to Education for All in Latin America and the Caribbean.

A young girl with a braid is shown in profile, reading a book. She is wearing a white shirt with blue and red stripes. The background is a classroom with other students. The text 'LIMA DECLARATION' is overlaid in a white box.

LIMA DECLARATION

EDUCATION FOR ALL (EFA) IN LATIN AMERICA AND THE CARIBBEAN: ASSESSMENT OF PROGRESS AND POST-2015 CHALLENGES

30 - 31 October 2014, Lima, Peru

Preamble

1 We, the Ministers of Education of Latin America and the Caribbean (LAC), high-level government officials, UN agencies, representatives of civil society organizations and development partners, came together in the meeting on “Education for All (EFA) in Latin America and the Caribbean: Assessment of progress and post-2015 challenges”, in Lima, Peru, from 30 to 31 October 2014.

2 We thank the Ministry of Education of Peru for facilitating and hosting this important event for the region.

3 Having deliberated on the progress towards EFA in the region, the Muscat Agreement adopted at the Global EFA Meeting (GEM) in Muscat, Oman, of 12-14

May 2014, and the outcome document of the UN General Assembly Open Working Group for Sustainable Development Goals, and having examined the unfinished EFA tasks in the region, as well as the challenges and priorities that will configure the post-2015 education agenda for the region, we adopt the present statement.

4 We endorse the principles and objectives set forth in the Muscat Agreement, noting that the overarching goal “ensure equitable and inclusive quality education and lifelong learning for all by 2030” reflects the aspiration of the LAC region for education and development as well as the roadmap established by the first meeting of the ministers of education of CELAC in Cuba, in February 2013.

Perspectives of the LAC region on the post-2015 education agenda

5 We reaffirm that education is a fundamental human right, a basis for guaranteeing the realization of other rights, and essential for peaceful and inclusive, equitable and sustainable growth and prosperity in the LAC region.

6 Since a major challenge to social progress in the region is inequality, we believe that a driving principle of the post-2015 education agenda should be to contribute to the reduction of inequality and poverty through the provision of inclusive quality education and lifelong learning for all, and we value the rich cultural diversity in the LAC region.

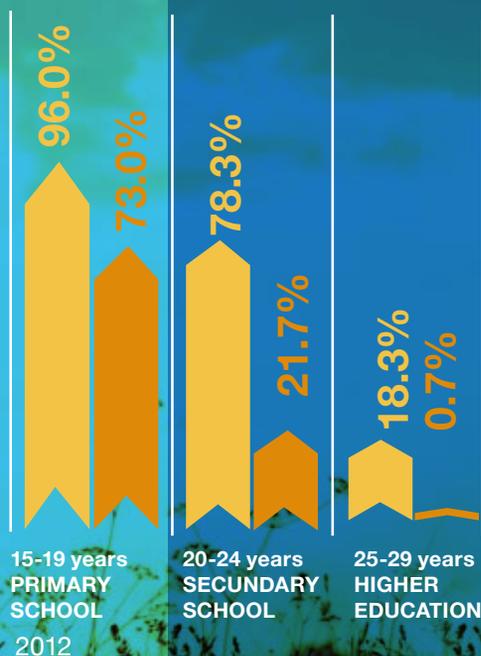


© Zurijeta / Shutterstock.com

PERSISTING STRONG SOCIOECONOMIC DISPARITIES PREVENT THE RIGHT TO EDUCATION

When do students complete their basic education in the region?

■ Top quintile income
■ Bottom quintile income



2012

Source: 2015 EFA Regional Review, OREALC/ UNESCO Santiago and CEPAL Data Base.

© Zurijeta / Shutterstock.com

7 Achieving equity and inclusion requires ensuring the right to education for all children, youth and adults, and their rights within and through education to realize their potential and aspirations. This also requires responding to the diversity of needs among all learners by increasing their participation in learning, and by reducing exclusion from and within education.

8 We acknowledge that, in our quest to meet the right to inclusive quality education for all, our countries have made significant progress. We also acknowledge the remaining challenges, which will lead to renewed efforts for a more contextualized and expanded vision of education and learning that recognizes and values our multicultural and multilingual diversity and our respective national development processes towards sustainable development.

Priority areas for the LAC region Equity, quality and inclusion

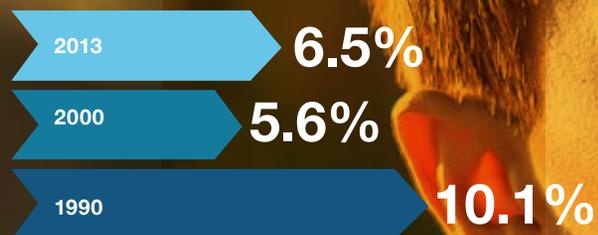
9 We are committed to address all forms of exclusion and discrimination, disparities and inequalities, in access to and in the completion of education and learning cycles, processes and outcomes. We will remove barriers to equal opportunities, and support those who are disadvantaged or marginalized by developing comprehensive education strategies to foster their participation in education and completion of their education cycles, through intercultural, multicultural and multilingual education programmes, and programmes that respond to the diverse education needs

(e.g. school feeding programmes). The needs of people with disabilities will also be addressed at all levels of the education. Beyond numerical parity, and we will accelerate progress towards gender equality by addressing the causes of disparities in learning achievements at all levels.

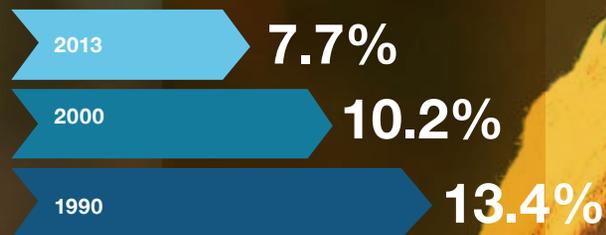
10 Interculturality is an indispensable aspect of quality education. Schools are not the only providers of education. It is important that families, communities, social organizations and the media accept their responsibility in education, with the support of educational institutions.

GAPS STILL EXIST IN COVERAGE AND ACCESS IN THE REGION

Out of school children of primary school age



Illiterates - 15 + years

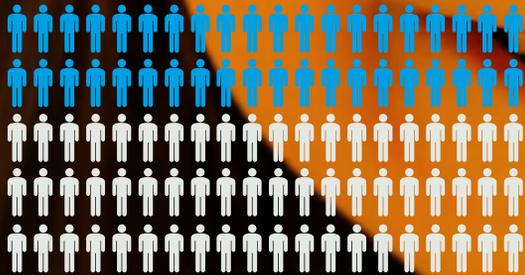


Source: Data Centre UIS-UNESCO

INCREASED RELEVANCE OF LEARNING

**40% of the world's population
do not benefit from education
in the language that they speak
or understand**

40%



Source: Global Education Monitoring Report,
UNESCO, 2015.

Inclusive and equitable lifelong learning for all

11 Inclusive and equitable access to quality learning should be ensured for all - children, youth and adults, at all levels of the education system, from early childhood care and education (ECCE) to tertiary and higher education. As ECCE plays a crucial role in building strong foundations for learning and development, the continued expansion of quality ECCE services should be prioritized with emphasis on the holistic development of children. We recommend the provision of at least 12 years of free, compulsory and quality formal education for all by 2030 that includes at least one year of pre-primary education. Every effort should be

made to ensure access to quality learning opportunities through community-based and parenting programmes, in school and education centres. When needed, relevant alternative learning pathways should also be provided and accredited. We are committed to education and literacy for young people and adults through formal and non-formal programmes from the perspective of life-long learning. We resolve to consolidate the expansion of tertiary and higher education with quality programmes and the strengthening of science and technology, including research, innovation, and local and traditional knowledge that contribute to national development.

Skills and competencies for life and work

12 In light of the rapid social, economic and environmental transformations in the LAC region, all learners should acquire the life and the technical and vocational skills for decent work, entrepreneurship and for a life of dignity, so that they become more creative and innovative, think critically, communicate effectively, solve problems independently, and be able to adapt to socio-economic change, as well as to improve their quality of life and that of their communities.

Education for Sustainable Development

13 We commit to developing programmes in Education for Sustainable Development (ESD) and Global Citizenship Education (GCEd) so that learners: a) acquire the knowledge, values and attitudes to promote human rights, gender equality and a culture of peace and non-violence, b) become the person they want to be and enjoy secure lives, participate responsibly in society, embrace diversity, live and work together harmoniously and c) contribute to sustainable development, the protection of the environment and life on the planet and be able to confront the challenges of climate change.







**RECOMMENDATIONS
DERIVED FROM FACTORS
THAT IMPACT ON
LEARNING OUTCOMES IN
LATIN AMERICA AND THE
CARIBBEAN**

**Change the grade
repetition mechanism**

**Parental Involvement and
support to vulnerable students**

**Policies and practices that
allow gender and learning
equality between indigenous
and non-indigenous students**

**Measures to reduce the
association between
socioeconomic inequalities
and learning achievements**

**Relevance of individualized
educational materials**

**Strengthen programs of
initial teaching training**

**Equality in access and retention
for a greater social inclusion in
schools**

Source: associated factors,
TERCE, UNESCO 2015.

Quality of education

14 We commit to excellence in public education for all. Quality of education is a key concern for the LAC region. It is an essential condition for tackling inequality and poverty and for creating more inclusive societies. It is a broad, multi-faceted concept that implies a holistic approach towards lifelong learning. Quality education is defined by five dimensions: equity, relevance, pertinence, efficiency and effectiveness. We highlight the importance of assessing the process and outcomes of learning and the generation of research evidence. We resolve to develop comprehensive national support and evaluation systems that consider all quality dimensions, and generate sound evidence for policy formulation and management of education systems.

15 In the framework of improving the quality of education, we also commit to expanding the use of ICTs and harnessing their full potential in the teaching and learning processes, for improved learning outcomes and environments, and to reduce the digital gap and facilitate the entry of young people in the workplace.

16 Learning environments should be safe, healthy, gender-sensitive, inclusive and conducive to learning, embracing cultural diversity, and responsive to comprehensive monitoring and quality assurance systems.

17 We decide to increase actions and build bridges between formal, non-formal and informal education, and to strengthen the role of families so that they can become more involved and better support the education of their children.

The average student/teacher ratio has decreased in the region



However, there is still an important group of in-service teachers which doesn't have the qualifications required in their countries



2013

Source: Data Center UIS-UNESCO.

A KEY PLAYER: TEACHERS



© UNESCO

Teachers, educators, school principals and school leaders

18 We consider that it is important that the SDGs include a core target on teachers that recognizes the need to underscore them as key actors in the post-2015 agenda, and not just as means of implementation as in the current OWG proposal. Teachers, educators, school principals and school leaders are key actors in achieving quality education. We commit to reinforcing a regional strategy for teachers and school principals so that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers in well

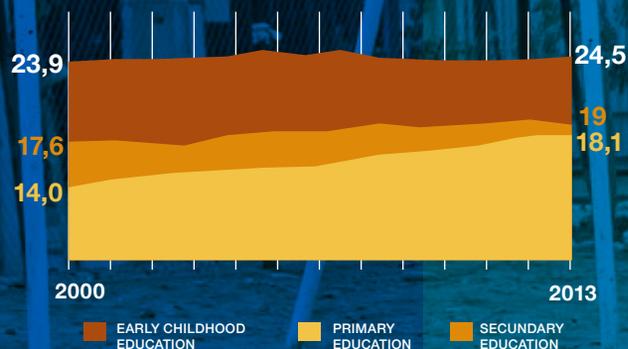
managed schools, in collaboration with the “International Task Force on Teachers for EFA”. We also commit to providing continuous professional development for teachers, educators, school principals and school leaders, taking into consideration good practices in the region and sharing information on them.

Governance and financing

19 We are determined to establish policy frameworks that promote accountability and transparency, and enhance the participation of all stakeholders (such as civil society, communities, families, teachers, students and other local partners) at all levels of the education system. We commit to strengthening public education as a guarantee for the construction of democracy and the right to education. Governments will remain the primary duty-bearers and custodians for efficient, equitable and sustainable management and financing of education and schools.

STUDENT ENROLMENT DECREASED IN THE PUBLIC SYSTEM

Between 2000 and 2013, enrolment in private schools increased at all levels in Latin America and the Caribbean



28
millions

Of boys, girls and youth attended private schools in the region in 2013

Source: Data Centre UIS-UNESCO.



©Eugenia Paz / Sin Permiso Productions

20 We declare that the financing of education is an investment in development. There should be an enhanced focus on diversified financing that supports quality public education in line with the cultural, social, political and collective rights of all citizens. Public investment should help ensure the equitable distribution of resources across education sub-sectors and communities, as well as targeted programmes to support marginalized groups. We recognize the efforts made by countries of the region to increase their investment in education. In accordance with the fiscal possibilities of our countries, we recommend gradually reaching the international benchmarks of 6% of GDP and the 20% of total public expenditure for

education, and to move towards a further increase of these percentages by 2030. While emphasizing that strong public financing is crucial to success, we also acknowledge the importance of development partners in achieving the post-2015 education goals, and call upon them to increase and better target their assistance to education, aligned with, and under, Government's coordination. We welcome South-South and North-South cooperation. We call on international financing mechanisms, e.g. the Global Partnership for Education (GPE), in particular to support the implementation of the post-2015 education agenda according to the needs and priorities of the respective countries.

Post-2015 outlook

20%

6%

4,9

14,1

Average public investment in education as a percentage of GDP

Average public expenditure on education as a percentage of total government expenditure

2012 in Latin America & the Caribbean

Source: EFA Regional Review, OREALC/UNESCO Santiago, Data Centre UIS-UNESCO.

Towards the World Education Forum, May 2015

21 We request UNESCO, along with UNICEF and with the support of the EFA co-convening agencies, as well as civil society, and the international, regional and sub-regional groups and partners, to continue leading the coordination of the development of the post-2015 education agenda, and the development of the corresponding Framework for Action, through a broad “Alliance for Education” in the region for the cycle 2015-30, that considers the mandates, priorities, social agendas and agreements of countries and other international organizations working on education in the region. We further recommend that UNESCO continue to lead, coordinate and provide technical

support for the implementation, monitoring and accountability of the future post-2015 education agenda, including reinforcing innovative tools like the flagship EFA Global Monitoring Report.

22 We pledge to promote the future education agenda in upcoming intergovernmental negotiations. We will also work to ensure that the outcomes of the World Conference on Education for Sustainable Development to be held in Nagoya, Aichi, Japan, on 10-12 November 2014, are taken into account in the future education agenda. We commit to working towards an alignment of the education goal and targets of the global post-2015 development agenda (SDGs) to be adopted by the UN Summit in September 2015, with the education agenda to be adopted

at the World Education Forum in Incheon, Republic of Korea on 19-22 May 2015. To this end, we will actively participate in future consultations, and will facilitate and lead the debates in our countries.

Lima, 31 October 2014



© UNESCO



United Nations
Educational, Scientific and
Cultural Organization

Santiago Office
Regional Bureau for Education in
Latin America and the Caribbean

www.unesco.org/santiago